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ABSTRACT

This study investigates educational research and development productivity in teacher education among colleges and universities in the United States. For the purpose of this inquiry, productivity was based on contributions to the annual meetings of the Association of Teacher Educators, the American Association of Colleges for Teacher Education, and the American Educational Research Association on Teacher Education and leading journals in teacher education over a 5-year period: 1980-1984. Data were analyzed in terms of total productivity yielding a list of 50 institutions which have been active in knowledge production and utilization in teacher education. (Author/JD)

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Productivity of Institutions of Higher Education in Terms of Reports of Research and Development in Teacher Education

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Productivity of Institutions of Higher Education in Terms of Reports of Research and Development in Teacher Education

Abstract

This study investigates educational research and development productivity in teacher education among colleges and universities in the United States. For the purpose of this inquiry productivity was based on contributions to annual meetings of ATE, AACTE, AERA-SIG on Teacher Education and leading journals in teacher education over a 5-year period: 1980-1984. Data were analyzed in terms of total productivity yielding a list of 50 institutions which have been active in knowledge production and utilization in teacher education.

Ratings and rankings of academic units within colleges and universities are followed with interest by higher education faculty and administrators alike. This interest is based, in part, on the general belief that these ratings influence the recruitment of graduate students and faculty, the employment opportunities for graduates, budgetary justification for programs and the availability of external funding from governmental and private sources. Investigators have conducted a number of studies on productivity and quality of educational programs (Eash, 1983; Clark & Guba, 1976; Kroc, 1984; Walberg, Rasher, & Mantel, 1977; West, 1978). In each of these studies, the focus has been on a college's total level of activity in research rather than on specific programs within the college, such as it's productivity in teacher education. The Research in Teacher Education Studies (RITE) of levels of institutional productivity, number of producers, and kinds and quantity of products of educational research and development by David Clark and Egon Guba spanning the mid-seventies are the benchmarks for studies on productivity (Tucker, 1981). The following findings of Clark and Guba (1976) support some but not all of the beliefs linked to institutional ratings.

* In terms of institutional productivity, institutions with graduate programs, representing less than 25 percent of the institutions offering teacher education programs, account for more than 88 percent of the publications in core journals.

* For citations in Resources in Education and documents in ERIC, doctoral level institutions account for nearly 75 percent of all entries.
* Doctoral level institutions account for the production of 83 percent of the books in education.
* Private colleges and universities fare considerably better than their public counterparts regarding foundation grants. Private universities offering doctorates received more grants and more funds than public universities offering doctoral programs, although there are half as many private universities of this type.
* There is a clear tendency for foundations to continue to invest in those institutions in which they have already placed grants.
* Investment of federal funds in support of knowledge production and utilization in education goes largely to doctoral level institutions.
* Colleges, schools or departments of education at institutions typically recruit from an institution much like itself when potential faculty are available from this source, that is, Land Grant Universities recruit from other Land Grant schools.
* Over 56 percent (773/1367) of the U. S. institutions of higher education producing teachers are non-producers (no grants, no publications in journals or Resources in Education). Surely teaching candidates at these

institutions are missing role models and acculturation to knowledge production and utilization productivity.

Startling as these RITE findings are regarding productivity, it cannot be concluded that colleges, schools or departments of education which prepare teachers as a group are non-producers of educational research and development. Rather, knowledge production is concentrated in educational units of a certain type. To illustrate, nearly all of the baccalaureate level institutions providing teacher education programs were non or low producers, while 11 percent of doctoral level institutions fell into this category.

What these findings may mean when practicing professionals are expected to relate policy and practice to findings from research should be a matter of concern. Drawing upon the results of the RITE studies and other data, a seminar of deans of schools of education has noted that except for a small group of large and established institutions, inquiry is nearly absent from the experience of teacher education faculty and therefore, of students being prepared at those institutions. The consequence of this low involvement of educational units in inquiry is that practitioners develop little readiness to be concerned with such matters. Individual faculty rely on their own initiative to incorporate the "new knowledge" which constitutes the state of the art. To change this condition, the deans' seminar recommended that persons prepared at the initial credential level should:

(a) understand and appreciate that inquiry and scholarship provide the essential knowledge base for all professional fields including education,
(b) have had firsthand experience in using automated information retrieval systems and appropriate applied research journals in planning, preparing, and conducting their practicum experiences,
(c) understand that an individual teacher can use inquiry to improve classroom content and processes (Tucker, et al, 1981, 18-19).

These recommendations are based on the assumptions that faculty demonstrate these goals and that they use inquiry methods and products in their teacher preparation curricula. These recommendations for strengthening inquiry and scholarship in schools, colleges or departments of education are perhaps the most significant way of altering all other missions and practices of these institutional units (Tucker, et al, 1981).

Recently Raths and Ruchkin (1984) conducted an investigation to determine whether there were differences in the teaching of methods courses in institutions noted in the RITE studies as being high producers of educational knowledge and other teacher education programs. Specifically, these investigators were interested in determining the emphasis placed on "research" in the methods courses offered at these institutions. While their investigation was hampered by a number of factors, they reported undergraduates studying teacher education in institutions with a record of high research productivity are no more likely to encounter methods coursework taught with an emphasis on inquiry than in institutions with low productivity records. Yet, one implication from other conclusions was that in order to promote

inquiry, new teacher education faculty should be recruited from institutions with records of high knowledge productivity.

For the past two years, our institution has been involved in the process of appraising our teacher education programs. As part of this assessment, we have had an interest in examining programs of those institutions identified as ranking high in knowledge production and utilization particularly in the arena of teacher education. Thus, this investigation was undertaken to identify highly productive teacher education programs as sources for comparing curricula and organizational structures with like components of our program.

Methods

Various approaches are used in conducting productivity studies. In one approach, distinguished professionals in the discipline are asked to identify and rate the "best" programs in their field. Frequency counts of nominations and the corresponding ratings serve as the bases for determining the most outstanding institutions. Although professional accomplishment plays a part in what respondents perceive as quality when they vote for programs the association between scholarly productivity and reputation is not always certain. The impact of overall institutional quality on individual departments and poor response rates often hamper interpretation of survey results (Kroc, 1984). A second approach is citation analysis. With the creation of the

Social Science Citation Index (SSCI) nearly two decades ago, determining productivity in terms of frequency of citations becomes feasible. The index gives information on the number of occasions a publication is cited in a given year. Listings include name of author, title of publication, publication source and number of citations. Thus, citations in the 2500 journals covered by the index can be counted for an individual during a period of time, and these counts then can be used as a measure of individual or departmental scholarly activity (Kroc, 1984). Yet indexes of citations are hampered by limitations inherent to this procedure. For example, individuals who publish works in unrefereed journals will usually not be cited very often or the converse may occur where citations accumulate due to well-known errors. In either case the number of citations do not represent the quantity or quality of an investigator's productivity (Gordon, Nucci, West, Hoerr, Uguroglu, Vukosavich, Tsai, 1984).

In a third approach, data are compiled from articles in professional journals, from professional meeting presentations, and/or dollar amounts of grants and contracts from external funding sources. These data, from single sources or in combination, are compiled to rank an institution (Eash, 1983). For this investigation, productivity was defined in terms of the quantity of presentations and publications in teacher education catalogued to an institution. Productivity was measured in terms similar to those used by Eash (1983) using contributions to annual conferences and publications on teacher education in

select journals. Conference activity was based on contributions over a five year period to: the Association of Teacher Educators (ATE) annual meetings, the American Association of Colleges of Teacher Education (AACTE) annual meetings, and to contributions to the American Educational Research Association-Special Interest Group (AERA-SIG) on teacher education from 1980 through 1984. In a similar manner all articles appearing in the Journal of Teacher Education (JTE) and Action in Teacher Education (ACTED) for the period 1980-1984 were included in the data set for this study. Further, papers explicitly addressing teacher education in the Journal of Educational Research (JER), the American Educational Research Journal (AERJ) and the Review of Educational Research (RER) were included in the data set. Institutional credit was determined on the basis of the number of authors or presenters making a contribution to a paper whether presented or published; that is, if a paper was authored by one person then the affiliated institution was awarded one point. However, if the paper was coauthored by individuals from different institutions, the point was divided with each author's institution receiving an equal share of the one point credit. For example, if there were three authors representing three institutions, each institution was credited with .33 point. Institutional productivity scores were subsequently determined by summing contributions from each conference presentation and publication across years. Simple data management procedures (Sort, List, Frequencies) of the SPSSX system (SPSSX, 1983) were used in conducting these analyses.

Results

Collectively, 2750 presentations and publications were categorized by organizational source and institutional affiliation in this investigation. Table 1 presents the contributions from each source to this total.

Table 1

Frequency of Presentations and Publications by Source

Source	Frequency	Percentage
Conferernces:		
Association of Teacher Educators(ATE)	1053	38.3
American Association of Colleges of Teacher Education (AACTE)	860	31.3
American Educational Research Association Special Interest Group-Teacher Education (AERA-SIG)	435	15.8
Journals:		
Journal of Teacher Education (JTE)	265	9.6
Action in Teacher Education (ACTED)	114	4.1
Journal of Educational Research (JER)	12	.4
Review of Educational Research (RER)	9	.3
American Educational Research Journal (AERJ)	2	.1
	2750	99.9*

* Variation with 100% due to rounding errors.

Clearly, conference presentations constituted the primary data source, that is, 85.4% of the productivity points with journal articles contributing the remaining 14.5%. Due to the small number of publications which were directly applicable to teacher education the contributions from JER, RER, and AERJ were combined for subsequent analysis.

Contributions were recorded from 487 institutions of higher education in the United States in this investigation. Assuming these institutions have teacher preparation programs, then 35.6 percent of the teacher preparation programs in the United States were represented at a national conference or by journal articles of major organizations associated with teacher education during the period, 1980 through 1984. Productivity scores ranged substantially across these institutions (.25 to 70.66) with 50 institutions producing values equal to or exceeding 11.99 while 194 institutions produced values of 1.00 or less. Table 2 lists the top 50 institutions in terms of their productivity scores in teacher education. A list of all contributing institutions of higher education, and their productivity scores is provided in appendix A. Productivity scores from local education agencies, state departments of education, and research organizations not affiliated with universities were not included in these summaries.

Table 2

Educational Productivity in Teacher Education 1980-1984

RANK	INST	AERA	ATE	AACTE	UTE	ACTTED	JOURN	TOT
1	MICHIGAN STATE UNIV	16.00	18.91	25.25	6.00	3.50	1.00	70.66
2	UNIV OF TEXAS, AUSTIN	28.50	5.09	12.33	8.83	1.00	.00	55.75
3	SOUTHERN ILLINOIS UNIV	2.00	33.99	5.25	1.00	4.00	.00	46.24
4	OHIO STATE UNIV	13.00	7.00	17.49	2.00	.50	1.00	40.99
5	KENT STATE UNIV	4.00	18.50	9.16	2.50	2.50	.00	36.66
6	UNIV OF NORTHERN IOWA	1.00	18.50	14.83	1.00	.00	.00	35.33
7	UNIV OF HOUSTON	3.00	19.58	8.33	3.00	1.00	.00	34.91
8	TEXAS A&M UNIVERSITY	4.50	16.33	7.50	3.50	3.00	.00	34.83
9	UNIV OF WISC., MADISON	15.50	6.76	3.33	6.00	1.50	1.00	34.09
10	ILLINOIS STATE UNIV	2.00	12.50	17.25	.00	2.00	.00	33.75
11	ARIZONA STATE UNIV	3.00	25.24	2.25	.00	2.00	.00	32.49
12	UNIV OF MINN.	10.83	4.25	9.33	6.00	.00	.00	30.41
13	NORTH TEXAS STATE UNIV	1.00	21.83	3.83	1.00	.00	.00	27.66
14	UNIV OF GEORGIA	6.50	8.75	4.33	2.50	3.00	.00	25.08
15	INDIANA UNIV	5.50	11.74	3.25	1.50	1.00	.00	22.99
16	FLORIDA INTERNATIONAL UNIV	.00	16.00	3.67	1.00	2.00	.00	22.67
17	NORTHERN ILLINOIS STATE UNIV	.00	16.25	3.33	3.00	.00	.00	22.58
18	MIAMI UNIV OF OHIO	.00	14.25	7.25	.00	1.00	.00	22.50
19	UNIV OF ILLINOIS	7.33	1.33	4.83	7.50	.50	.00	21.49
20	SYRACUSE UNIV	7.50	4.16	4.41	3.00	2.00	.00	21.07
21	UNIV OF MARYLAND	6.33	2.08	7.25	4.00	1.00	.00	20.66
22	UNIV OF OKLAHOMA	.00	9.08	7.08	3.00	.00	.00	19.16
23	UNIV OF WIS., MILWAUKEE	2.00	2.25	3.83	11.00	.00	.00	19.08
24	WICHITA STATE UNIV	1.00	12.75	2.00	.00	2.50	.00	18.25
25	BALL STATE UNIV	1.00	4.92	10.58	1.00	.00	.00	17.50
26	LELAND STANFORD UNIV	12.50	.33	2.59	1.00	1.00	.00	17.42
27	WESTERN KENTUCKY UNIV	.50	6.00	6.09	3.50	.00	1.00	17.09
28	UNIV OF FLORIDA	3.00	2.83	8.16	2.00	1.00	.00	16.99
29	PENN STATE UNIV	8.50	4.50	3.16	.00	.00	.00	16.16
30	BRIGHAM YOUNG UNIV	2.00	8.67	3.00	.50	1.50	.00	15.67
31	UNIV OF PITTSBURG	2.50	6.58	2.41	.00	4.00	.00	15.49
32	UNIV OF NEBRASKA	.00	2.33	5.92	7.00	.00	.00	15.25
33	TEXAS TECH UNIV	.50	3.41	3.50	3.67	4.00	.00	15.08
34	UNIV OF TOLEDO	4.50	7.00	2.50	1.00	.00	.00	15.00
35	UNIV OF OREGON	8.50	.00	3.75	1.50	.00	1.00	14.75
36	BOWLING GREEN STATE UNIV	3.00	9.00	2.00	.00	.50	.00	14.50
37.5	UNIV OF VERMONT	.00	.00	8.08	5.00	1.00	.00	14.08
37.5	MEMPHIS STATE UNIV	.00	3.33	7.75	2.00	1.00	.00	14.08
39	UNIV OF MISSOURI	.00	7.41	4.50	1.00	1.00	.00	13.91
40	FLORIDA STATE UNIV	.50	5.25	5.66	.00	1.00	1.00	13.41
41	N.MEX. STATE UNIV	2.00	5.83	1.00	.00	4.50	.00	13.33
42	TEACHERS COL., COLUMBIA UNIV	6.00	.50	4.75	2.00	.00	.00	13.25
43	CLEVELAND STATE UNIV	1.00	6.16	2.67	3.17	.00	.00	13.00
44	OHIO UNIV	2.50	3.83	3.50	2.00	1.00	.00	12.83
45	UNIV OF TEXAS, ARLINGTON	2.00	8.33	1.33	1.00	.00	.00	12.66
46	UNIV OF WEST FLORIDA	1.00	6.00	3.58	2.00	.00	.00	12.58
47.5	UNIV OF LOUISVILLE	.50	4.84	6.16	1.00	.00	.00	12.50
47.5	GEORGIA STATE UNIV	2.00	4.75	2.75	1.00	2.00	.00	12.50
49	UNIV OF SOUTH FLORIDA	.50	6.50	4.16	1.00	.00	.00	12.16
50	UNIV OF UTAH	3.00	4.49	1.50	3.00	.00	.00	11.99

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In addition to the institutional rank and total productivity score, subscores by source are provided in table 2. As noted previously, contributions from three journals were combined into one category, JOURNALS.

While Michigan State University (rank=1) is well represented across each of the sub-categories, this phenomenon is not generally observed. Rather, institutional contributions are often associated mainly with one or two sources, such as, Southern Illinois University's (rank=3) contributions to ATE, University of Northern Iowa's (rank=4) contributions to ATE and AACTE and Illinois State University's (rank=10) contributions to ATE and AACTE.

Twenty-five states are represented on this list of 50 institutions with 11 states being represented by two or more institutions. Ohio, with 7 institutions, is represented most frequently, followed closely by Texas with 6 institutions, Florida with 5 institutions and Illinois with 4 institutions. Because conference location could potentially influence participation given limited resources for travel, locations of the various conferences were noted. Table 3 lists the sites of the national conferences included in this investigation.

Table 3

Locations of Annual Conferences

Year	ATE	AACTE	AERA
1980	Washington	Dallas	Boston
1981	Dallas	Detroit	Los Angeles
1982	Pheonix	Houston	New York
1983	Orlando	Detroit	Montreal
1984	New Orleans	San Antonio	New Orleans

A possible link is evident between the number of institutions from Texas represented in the "Top 50 list" and the observation that four national conferences were held in Texas from 1980 through 1984. Other linkages are not as evident but it is likely that conference site and institutional travel funds contributed to the magnitude of productivity scores. Conversely, a number of institutions in each of these four states have substantial records of participation in professional associations beyond the years of this investigation. Further, sustained efforts to improve teacher education have occurred in these four states during the past decade.

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Discussion

While comparing the results of this investigation with past productivity efforts, such as Eash's work (1983) and the RITE studies by Clark and Guba (1976), may serve an information function; generalizing across these efforts must be done with caution since the scope of this effort was limited to teacher education while preceding efforts were college wide in scope. Interestingly, the proportion of institutions (25%) responsible for over 80 percent of knowledge production and utilization in teacher education during the period 1980 through 1984 is comparable to figures cited by Clark and Guba (1976), where less than 25 percent of the institutions offering teacher education programs account for more than 88 percent of the publications. Moreover, the degree of institutional non-participation in presenting and publishing research and application efforts in teacher education noted in this investigation was 64.4 percent while Clark and Guba reported 56.5 percent of the institutions preparing teachers as non-producers. However, their calculations were based on publications in journals and Resources in Education as well as grants. Thus, while these values of non-participation vary, they do reflect some consistency given the different bases for their calculation. The findings of the present study support the observation from the seminar of deans' report (Tucker, et al, 1981) that inquiry is often absent from the experience of teacher education faculty. Further, it is apparent one recommendation from the Tucker report, i.e., faculty should demonstrate research

skills in their work, has not yet been realized. An underlying assumption of this recommendation is that faculty who conduct research will incorporate inquiry methods and products of their research in their methods of teaching coursework. The preliminary work of Raths and Ruchkin (1984) appears to refute this assumption with the observation that students studying teacher education in institutions with a record of high research productivity are no more likely to encounter inquiry techniques in their methods coursework than those in institutions with low productivity records. However, one interpretation of Raths and Ruchkin's findings is that those responsible for the research productivity of an institution are not teaching faculty in the teacher preparation programs for that institution.

Since the techniques employed in this investigation were similar to those used by Eash (1983) in determining productivity scores, a common base exists for comparing these efforts. Eash determined research productivity of colleges of education based on contributions to AERA annual meetings and educational research journals over a seven year period (1975-1981). Comparing his productivity rankings with those determined in this investigation, reveals seven universities common to both lists from the top 25 institutions. These universities and their corresponding ranks (Eash rank, our rank) are as follows: Michigan State University (24:1), University of Texas (15:2), Ohio State University (10:3), University of Wisconsin (4:9), University of Minnesota (7:12), Indiana University (13:15), and

the University of Illinois (3:19). One common characteristic among these institutions is that their AERA subscore contributed substantially to their total productivity scores. Traditionally, these institutions have fostered and encouraged educational research. Thus, their presence on the list of the most productive institutions in teacher education is not surprising or unexpected.

Institutions ranking high on the productivity list in teacher education which were not noted in Eash's work (1983) include institutions with sustained activity and participation in AACTE and ATE, but lesser activity in AERA. Institutions of this type include: Southern Illinois University, Kent State University, University of Northern Iowa, University of Houston, Texas A&M University and Illinois State University with productivity rankings in teacher education of 3, 5, 6, 7, 8 and 10, respectively. Perhaps, inquiry in these institutions will alter the other missions and practices of the college of education envisioned in the deans' seminar report (Tucker, et al, 1981).

While the preceding results have provided information called for by the objective of this investigation, i.e., identification of sources for comparing curricula and organizational structures, an additional benefit for teacher education has occurred. This secondary benefit is the identification of institutions active in knowledge production and utilization in teacher education. While a number of institutions noted for research productivity are

active in inquiry in teacher education, a number of unheralded institutions are also active in this arena. Perhaps this listing will encourage other teacher preparation institutions to become producers as well as consumers of educational research.

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Appendix A

Note 1: The total productivity score for all 498 institutions on this list is 2347.83. This value does not correspond to the 2750 presentations and publications noted at the beginning of the Results section of this report. The reason for this difference is that contributions from local education agencies, state departments of education and research organizations not associated with universities were not included.

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SUM UNIV

70.66 (004)MICHIGAN STATE UNIV
55.75 (022)UNIV OF TEXAS, AUSTIN
46.24 (068)SOUTHERN ILLINOIS UNIV AT CARBOND
40.99 (089)OHIO STATE UNIV
36.66 (107)KENT STATE UNIV
35.33 (032)UNIV OF NORTHERN IOWA
34.91 (030)UNIV OF HOUSTON
34.83 (001)TEXAS A&M UNIVERSITY
34.09 (020)UNIV OF WISC., MADISON
33.75 (118)ILLINOIS STATE UNIV
33.50 (099)ARIZONA STATE UNIV
30.41 (087)UNIV OF MINN.
27.66 (056)NORTH TEXAS STATE UNIV
25.08 (038)UNIV OF GEORGIA, ATHENS
22.99 (091)INDIANA UNIV
22.67 (052)FLORIDA INTERNATIONAL UNIV
22.58 (215)NORTHERN ILLINOIS STATE UNIV.
22.50 (071)MIAMI UNIV OF OHIO
21.47 (035)UNIV OF ILLINOIS, CHAMPAGNE-URBAN
21.07 (103)SYRACUSE UNIV
20.66 (079)UNIV OF MARYLAND
19.16 (203)UNIV OF OKLAHOMA
19.08 (009)UNIV OF WISC., MILWAUKEE
18.25 (041)WICHITA STATE UNIV
17.50 (108)BALL STATE UNIV
17.42 (027)LELAND STANFORD UNIV
17.09 (123)WESTERN KENTUCKY UNIV
16.99 (109)UNIV OF FLORIDA
16.15 (066)PENN STATE UNIV
15.67 (023)BRIGHAM YOUNG UNIV
15.49 (019)UNIV OF PITTSBURG
15.25 (305)UNIV OF NEBRASKA, LINCOLN
15.08 (067)TEXAS TECH UNIV
15.00 (024)UNIV OF TOLEDO
14.75 (104)UNIV OF OREGON
14.50 (053)BOWLING GREEN STATE UNIV
14.08 (112)UNIV OF VERMONT
14.08 (351)MEMPHIS STATE UNIV
13.91 (225)UNIV OF MISSOURI, COLUMBIA
13.41 (130)FLORIDA STATE UNIV
13.33 (111)N.MEX. STATE UNIV
13.25 (017)TEACHERS COLLEGE, COLUMBIA UNIV
13.00 (005)CLEVELAND STATE UNIV
12.83 (125)OHIO UNIV
12.66 (040)UNIV OF TEXAS, ARLINGTON
12.58 (075)UNIV OF WEST FLORIDA
12.50 (073)UNIV OF LOUISVILLE
12.50 (300)GEORGIA STATE UNIV, ATLANTA
12.16 (117)UNIV OF SOUTH FLORIDA
11.99 (078)UNIV OF UTAH
11.83 (101)KANSAS STATE UNIV

SUM UNIV

11.67 (469)NATIONAL COLLEGE OF EDUCATION
11.08 (049)VIRGINIA POLYTECHNIC & STATE UNIV
11.08 (064)UNIV OF ALABAMA
10.75 (083)UNIV OF WASHINGTON
10.58 (060)UNIV OF MISSOURI, KANSAS CITY
10.50 (034)STATE UNIV COLLEGE, BUFFALO
10.50 (113)UNIV OF NEW HAMPSHIRE
10.50 (451)WASHINGTON UNIVERSITY
10.33 (128)UNIV OF NORTH FLORIDA
10.33 (308)UNIV OF SOUTHERN MISSISSIPPI, HAT
10.25 (187)UNIV OF SOUTH ALABAMA
10.17 (092)UNIV OF MICHIGAN
10.16 (061)INDIANA STATE UNIV
9.83 (124)UNIV OF KENTUCKY
9.25 (055)NORTHWESTERN STATE UNIV OF LOUISI
9.16 (062)UNIVERSTY OF NEW ORLEANS
9.16 (139)UNIV OF TENNESSEE, KNOXVILLE
9.00 (143)LOUISIANA STATE UNIV
9.00 (191)TEXAS CHRISTIAN UNIV
8.99 (436)WAYNE STATE UNIVERSITY
8.92 (072)UNIV OF TEXAS, SAN ANTONIO
8.83 (069)VIRGINIA COMMONWEALTH UNIV
8.75 (059)UNIV OF WYOMING
8.75 (094)RUTGERS UNIV
8.67 (206)UNIV OF SOUTH CAROLINA
8.58 (050)AMERICAN UNIV
8.58 (077)UNIV OF SOUTHERN CALIF.
8.25 (006)UNIV OF ILLINOIS, CHICAGO
8.25 (008)GEORGIA SOUTHERN COLLEGE
8.24 (100)UNIV OF KANSAS
8.08 (010)UNIV OF CINCINNATI
8.00 (189)COLORADO STATE UNIV
7.83 (201)EMPORIA STATE UNIV, KANSAS
7.75 (065)UNIV OF CENTRAL FLORIDA
7.75 (231)UNIV OF AKRON
7.58 (239)EASTERN MICHIGAN UNIV
7.50 (021)WESTERN MICHIGAN UNIV
7.50 (105)SOUTHWEST TEXAS STATE UNIV
7.42 (127)MISSISSIPPI STATE UNIV
7.41 (337)UNIV OF ARKANSAS
7.25 (025)GLASSBORO STATE COLLEGE
7.25 (133)WASHINGTON STATE UNIV
7.25 (345)SOUTHEAST LOUISIANA UNIV
7.08 (397)UNIV OF NORTHERN COLORADO, GREELE
7.00 (465)WESTERN ILLINOIS UNIVERSITY @ MAC
7.00 (531)SOUTHEAST MISSOURI STATE UNIVERSI
7.00 (169)WESTCHESTER STATE COLLEGE
7.00 (221)GALLAUDET COLLEGE
6.92 (003)UNIV. OF DELAWARE
6.83 (054)KEAN COLLEGE OF NEW JERSEY
6.83 (085)UNIV OF CALIF., LOS ANGELES

SUM UNIV

6.83 (258)LONG ISLAND UNIV
6.83 (447)INDIANA UNIVERSITY NORTHWEST
6.50 (048)SAINT CLOUD STATE UNIV
6.50 (093)PURDUE UNIV
6.50 (098)UNIV OF ARIZONA
6.50 (234)EASTERN ILLINOIS UNIV
6.50 (242)OUR LADY OF THE LAKE UNIV, SAN AN
6.50 (330)EAST TEXAS STATE UNIV
6.41 (186)INDIANA UNIV OF PENN
6.33 (190)JAMES MADISON UNIV
6.33 (460)NORTHWEST OKLAHOMA STATE UNIVERSI
6.25 (276)NORTH CAROLINA STATE UNIV
6.08 (007)UNIV OF MISSOURI, ST LOUIS
6.08 (165)SAN DIEGO STATE UNIVERSITY
6.00 (011)UNIV OF NORTH CAROLINA, CHAPEL HI
6.00 (320)OAKLAND UNIV, MICHIGAN
5.91 (114)UNIV OF VIRGINIA
5.83 (012)ROOSEVELT UNIV
5.83 (029)UNIV OF ROCHESTER
5.83 (270)CITY UNIV OF NEW YORK, QUEENS
5.83 (434)UNIVERSITY OF MIAMI
5.75 (131)CENTRAL MICHIGAN UNIV
5.67 (214)ST. JOHN'S UNIV
5.66 (016)UNIV OF TEXAS, EL PASO
5.50 (205)GRAMBLING UNIV
5.25 (227)UNIV OF MASSACHUSETTS
5.25 (246)UNIV OF WISC., OSHKOSH
5.25 (515)ARKANSAS STATE UNIVERSITY
5.08 (435)UNIVERISTY OF TEXAS @ DALLAS
5.00 (086)UNIV OF CALIF., BERKLEY
5.00 (173)FLORIDA ATLANTIC UNIV
5.00 (198)MURRAY STATE UNIV
5.00 (248)INDIANA-PURDUE UNIV AT FORT WAYNE
5.00 (199)GEORGIA COLLEGE, MILLEDGEVILLE
4.83 (491)GEORGE WASHINGTON UNIVERSITY
4.75 (262)OKLAHOMA STATE UNIV
4.58 (036)NORTHWESTERN UNIV
4.58 (137)CENTRAL WASHINGTON UNIV
4.50 (121)UNIV OF HAIWAII
4.50 (347)UNIV OF IOWA
4.42 (218)WEST LIBERTY STATE COLLEGE
4.41 (323)WEST VIRGINIA STATE COLLEGE
4.33 (047)SAN FRANCISCO STATE UNIV
4.33 (230)AUBURN UNIV
4.25 (033)SIMON FRASER UNIV
4.25 (228)NORTHERN ARIZONA UNIV
4.17 (278)LOYOLA UNIV
4.00 (042)BLACKBURN COLLEGE
4.00 (096)UNIV OF NEBRASKA, OMAHA
4.00 (129)GEORGE MASON UNIV
4.00 (183)UNIV OF COLORADO

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16 OCT 85   SPSS-X RELEASE 2.0  FOR IBM OS
09:35:49    TEXAS A&M UNIVERSITY            AMDAHL V8.580    MVS

  SUM UNIV

 4.00 (232)CALIF. STATE UNIV, NORTHRIDGE
 4.00 (266)SAN JOSE STATE UNIV
 4.00 (382)UNIV OF VICTORIA, BRITISH COLUMBI
 4.00 (463)UNIVERSITY OF MARYLAND @ COLLEGE
 4.00 (482)AUSTIN PEAY STATE UNIVERSITY
 3.83 (348)UTAH STATE UNIV
 3.75 (080)UNIV OF CONNECTICUTT
 3.75 (236)TOWSON STATE UNIV, MARYLAND
 3.75 (449)BOSTON UNIVERSITY
 3.75 (154)SOUTH CAROLINA STATE COLLEGE, ORA
 3.67 (070)EASTERN CAROLINA UNIV
 3.67 (253)MONTANA STATE UNIV
 3.67 (202)TEXAS WESLEYAN COLLEGE
 3.58 (267)YOUNGSTOWN STATE UNIV
 3.58 (431)UNIVERSITY OF NEVADA  LAS VEGAS
 3.58 (490)UNIVERSITY OF ALASKA
 3.50 (301)LEHIGH UNIV
 3.50 (314)CALIF. STATE UNIV, FRESNO
 3.50 (272)BANK STREET COLLEGE, N.Y.
 3.50 (433)LEWIS & CLARK COLLEGE
 3.46 (212)THE CITADEL
 3.33 (026)WASHBURN UNIV
 3.33 (497)WINTHROP COLLEGE
 3.33 (570)EASTERN KENTUCKY
 3.25 (076)STATE UNIV OF NEW YORK, ALBANY
 3.25 (318)UNIV OF HOUSTON, CLEAR LAKE
 3.25 (321)VIRGINIA STATE UNIV
 3.25 (576)WEST VIRGINIA UNIVERSITY
 3.25 (294)COLORADO COLLEGE, COLORADO SPRING
 3.00 (028)FORDHAM UNIV
 3.00 (044)HOWARD UNIV
 3.00 (102)NAT. INST. OF EDUCATION
 3.00 (166)DUQUESNE UNIV
 3.00 (209)UNIV OF SOUTH CAROLINA, SPARTANBU
 3.00 (326)TULANE UNIV
 3.00 (366)FLORIDA A&M UNIV, TALLAHASSEE
 3.00 (429)CLEMSON STATE UNIVERSITY
 3.00 (450)SOUTHERN ILLINOIS UNIVERSITY AT E
 3.00 (479)UNIVERSITY OF NEVADA @ RENO
 3.00 (216)ST. OLAF'S COLLEGE
 3.00 (280)KENNESAW COLLEGE, GEORGIA
 3.00 (526)MISSOURI SOUTHERN STATE COLLEGE
 2.91 (500)UNIVERSITY OF WISCONSIN @ RIVER F
 2.83 (058)TARLETON STATE UNIV
 2.83 (507)RHODE ISLAND COLLEGE
 2.75 (088)HARVARD UNIV
 2.75 (132)FORT HAYS STATE UNIV
 2.75 (464)UNIVERSITY OF DAYTON
 2.67 (046)MOREHEAD STATE UNIV
 2.67 (197)N.MEX. STATE UNIV , LAS CRUCES
 2.67 (213)WEBER STATE UNIV
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SUM UNIV

2.66 (181)OLD DOMINION COLLEGE
2.58 (142)CENTRAL STATE UNIV, OKLAHOMA
2.58 (138)TRENTON STATE COLLEGE
2.50 (116)IOWA STATE UNIV
2.50 (210)WRIGHT STATE UNIV
2.50 (381)UNIV OF WISC., LA CROSE
2.50 (443)BAYLOR UNIVERSITY
2.50 (486)UNIVERSITY OF OHIO
2.50 (519)UNIVERSITY OF MISSISSIPPI
2.50 (140)ASHLAND COLLEGE
2.50 (346)EASTERN OREGAN STATE COLLEGE
2.41 (208)HOFSTRA UNIV
2.33 (244)TEXAS SOUTHERN UNIVESITY
2.33 (284)UNIV OF WISC., EAU CLAIRE
2.33 (439)UNIVERSITY OF RHODE ISLAND @ KING
2.33 (472)UNIVERSITY OF NEW MEXICO
2.33 (512)UNIVERSITY OF MAINE
2.33 (263)COLUMBUS COLLEGE
2.25 (233)CALIF. STATE UNIV, LONG BEACH
2.25 (521)UNIVERSITY OF NORTH CAROLINA @ CH
2.25 (306)COLLEGE OF ST. ROSE, N.Y.
2.08 (332)BEREA COLLEGE, KY
2.00 (063)UNIV OF MONTEVALLO
2.00 (265)UNIV OF MINN., DULUTH
2.00 (277)PENN STATE UNIV, MIDDLETOWN
2.00 (281)MONTCLAIR STATE UNIV, NEW JERSEY
2.00 (325)CORPUS CHRISTI STATE UNIV
2.00 (354)UNIV OF WISC., STOUT-MENOMONIE
2.00 (389)EASTERN WASHINGTON UNIV, CHENEY
2.00 (392)UNIV OF NORTH DAKOTA
2.00 (426)RADFORD UNIVERSITY
2.00 (442)BRADLEY UNIVERSITY
2.00 (448)UNIVERSITY OF PACIFIC @ STOCKTON
2.00 (457)UNIVERSITY OF CA @ RIVERSIDE
2.00 (478)SEATTLE UNIVERSITY
2.00 (509)UNIVERSITY OF DISTRICT OF COLUMBI
2.00 (513)NORTH CAROLINA CENTRAL UNIVERSITY
2.00 (516)MCNEESE UNIVERSITY
2.00 (518)VANDERBILT UNIVERSITY
2.00 (523)LOUISIANA STATE UNIV @ SHREVEPORT
2.00 (538)STATE LOUIS UNIVERSITY
2.00 (653)BEMIDJI STATE UNIV
2.00 (217)GUSTAVAS ADOLPHUS COLLEGE
2.00 (241)LINDIELD COLLEGE,OREGAN
2.00 (254)ST. MARY'S OF THE WOODS COLLEGE
2.00 (260)AUSTIN COLLEGE
2.00 (273)DARTMOUTH COLLEGE
2.00 (311)OLIVET NAZERENE COLLEGE, ILL.
2.00 (335)EASTERN MONTANA COLLEGE
2.00 (391)MARYVILLE COLLEGE, ST. LOUIS
2.00 (462)KNOX COLLEGE

SUM UNIV

2.00 (467)DOANE COLLEGE
2.00 (550)LESLEY COLLEGE
2.00 (554)MINOT STATE COLLEGE
2.00 (573)BETHUNE-COOKMAN COLLEGE
1.92 (316)NORFOLK STATE UNIV, VIRGINIA
1.91 (370)LORETTO HEIGHTS COLLEGE, CO
1.83 (095)NEW YORK UNIV
1.83 (322)COLLEGE OF WM & MARY
1.83 (333)CONCORDIA COLLEGE
1.75 (390)NORTHEAST LOUISIANA UNIV, MONROE
1.75 (504)BUTLER UNIVERSITY
1.75 (607)BETHANY COLLEGE
1.75 (689)SOUTHERN UTAH STATE COLLEGE
1.67 (135)UNIV OF SOUTH DAKOTA
1.67 (226)CITY UNIV OF NEW YORK
1.67 (302)JOHN CARROLL UNIV, CLEVELAND
1.67 (425)COLLEGE OF THE OZARKS
1.50 (134)JERSEY CITY STATE COLLEGE
1.50 (222)TENNESSEE TECH UNIV
1.50 (454)UNIVERSITY OF PORTLAND
1.50 (489)UNIVERSITY OF NEW YORK @ BINGHAM
1.50 (499)UNIVERSITY OF TEXAS AT TYLER
1.50 (544)STATE UNIVERSITY COLLEGE AT OSWEG
1.50 (572)GENESEO STATE UNIVERSITY COLLEGE
1.50 (577)UNIVERSITY OF WISCONSIN - WHITEWA
1.50 (658)CALIFORNIA STATE POLYTECHNIC UNIV
1.50 (192)IOWA WESLEYAN COLLEGE
1.50 (361)WEBSTER COLLEGE
1.50 (642)FAIRMONT COLLEGE
1.33 (043)BARNARD COLLEGE
1.33 (344)CALIF. STATE UNIV, FULLERTON
1.33 (398)LAMAR UNIVERSITY @ BEAUMONT
1.33 (511)APPALACHIA STATE UNIVERSITY
1.33 (525)SOUTHERN UNIVERSITY IN NEW ORLEAN
1.33 (644)UNIV OF CHICAGO
1.33 (188)KEENE STATE COLLEGE, NEW HAMSPHIR
1.33 (458)MOUNT ITALYOKE COLLEGE
1.33 (536)ALVERNO COLLEGE
1.33 (560)MADONNA COLLEGE
1.33 (620)BLUEFIELD STATE COLLEGE
1.33 (621)MOBILE COLLEGE
1.25 (394)UNIV OF NORTH CAROLINA, GREENSBOR
1.25 (475)EAST TENNESSEE STATE UNIVERSITY
1.25 (476)SOUTHERN METHODIST UNIVERSITY
1.25 (627)NORTHEAST MISSOURI STATE UNIV
1.25 (596)FAIRLEIGH DICKINSON COLLEGE
1.25 (650)MILLS COLLEGE
1.07 (508)FITCHBURG STATE COLLEGE
1.00 (018)UNIV OF MARYLAND, BALTIMORE
1.00 (039)CALIF. STATE UNIV, SACREMENTO
1.00 (051)WILLIAM PATTERSON COLLEGE

SUM UNIV

1.00 (082)RIPON COLLEGE
1.00 (119)EMORY UNIV
1.00 (120)UNIV OF MONTANA
1.00 (211)INDIANA STATE UNIV, BLOOMFIELD
1.00 (220)NOVA UNIV
1.00 (229)BOISE STATE UNIV
1.00 (251)TEMPLE UNIV
1.00 (257)UNIV OF WISC., SUPERIOR
1.00 (259)OHIO STATE UNIV, LIMA
1.00 (299)DELTA STATE UNIVERSIIY
1.00 (310)NEBRASKA WESLEYAN UNIV
1.00 (312)SAM HOUSTON STATE UNIV
1.00 (315)LANSGTON UNIV, OKLAHOMA
1.00 (336)HENDERSON STATE UNIV, ARKANSAS
1.00 (373)UNIV OF NORTH ALABAMA
1.00 (428)GOVERNOR'S STATE UNIVERSITY
1.00 (430)WESTERN WASHINGTON UNIVERSITY
1.00 (432)DUKE UNIVERSITY
1.00 (438)STATE UNIVERSITY OF NEW YORK @ GE
1.00 (440)NORTHEAST ILLINOIS UNIVERSITY
1.00 (445)ALLEGHENY UNIVERSITY
1.00 (446)UNIVERSITY OF WISCONSIN @ PLATTEV
1.00 (466)UNIVERSITY OF VERMONT @ BURLINGTO
1.00 (468)OHIO WESLEYAN UNIVERSITY
1.00 (477)UNIVERSITY OF HAWAII @ MANOA
1.00 (483)UNIVERSITY OF SAN FRANCISCO
1.00 (485)TENNESSEE STATE UNIVERSITY
1.00 (492)UNIVERSITY OF HOUSTON @ VICTORIA
1.00 (494)LAKEHEAD UNIVERSITY
1.00 (503)UNIVERSITY OF DUBUQUE
1.00 (505)UNION UNIVERSITY
1.00 (514)KENTUCKY STATE UNIVERSITY
1.00 (520)WILLIAM WOODS UNIVERSITY
1.00 (527)MILLERSVILLE UNIVERSITY
1.00 (535)DENISON UNIVERSITY
1.00 (549)BROWN UNIVERSITY
1.00 (553)WEST TEXAS STATE UNIVERSITY
1.00 (563)UNIVERSITY OF EVANSVILLE INDIANA
1.00 (574)EASTERN NEW MEXICO UNIVERSITY
1.00 (575)DEPAUL UNIVERSITY
1.00 (585)SOUTHWEST MISSOURI STATE UNIVERSI
1.00 (602)NICHOLLS STATE UNIVERSITY
1.00 (606)SAINT BONAVENTURE UNIVERSITY
1.00 (640)YOUNG UNIVERSITY
1.00 (647)UNIV OF MAINE @ FARMINGTON
1.00 (652)WAYLAND BAPTIST UNIV
1.00 (654)UNIV OF PENNSYLVANIA
1.00 (657)PLATTSBURGH STATE UNIV
1.00 (665)WESTERN OREGON UNIV
1.00 (668)WASHBURN UNIV.
1.00 (671)UNIV OF TILBURG

SUM UNIV

1.00 (672)UNIV OF BIELFORD
1.00 (674)WINONA STATE UNIV
1.00 (679)MISSOURI STATE UNIV
1.00 (680)HENDERSON UNIV SCHOOL
1.00 (709)PLYMOUTH STATE UNIV-
1.00 (714)FISK UNIVERSITY
1.00 (717)UNIVERSITY OF BIRMINGHAM
1.00 (136)BELOIT COLLEGE
1.00 (172)MISSOURI WESTERN STATE COLLEGE
1.00 (204)AUGUSTA COLLEGE
1.00 (245)HIRAM COLLEGE
1.00 (247)COLLEGE OF ST. MARY. OMAHA
1.00 (256)LUTHER COLLEGE
1.00 (271)WESTERN GEORGIA COLLEGE
1.00 (328)PERU STATE COLLEGE
1.00 (343)SALEM COLLEGE
1.00 (386)WHEELOCK COLLEGE, BOSTON
1.00 (388)VALLEY CITY STATE COLLEGE
1.00 (423)COLLEGE OF NEW ROCHELLE
1.00 (437)HUNTER COLLEGE
1.00 (470)SHEPHERD COLLEGE
1.00 (471)JARVIS CHRISTIAN COLLEGE
1.00 (487)TRINITY COLLEGE IN ILL.
1.00 (502)IONA COLLEGE
1.00 (529)SOUTHWESTERN LOUISIANA UNIV.
1.00 (539)COLLEGE OF VIRGIN ISLANDS
1.00 (540)VALDOSTA STATE COLLEGE
1.00 (541)MILLIGAN COLLEGE
1.00 (545)SILVER LAKE COLLEGE
1.00 (584)CHEYNEY STATE COLLEGE
1.00 (590)COPPIN STATE COLLEGE
1.00 (593)ST. JOSEPH'S
1.00 (599)WESLEYAN COLLEGE
1.00 (616)EASTERN NAZARENE COLLEGE
1.00 (617)TREVECCA NAZARERE COLLEGE
1.00 (628)POINT PARK COLLEGE
1.00 (632)ROCHESTER INST. OF TECH.
1.00 (663)UPPER MONTCLAIR STATE COLLEGE
1.00 (666)RUSSELL SAGE COLLEGE
1.00 (667)ROCKHURST COLLEGE
1.00 (673)LENOIR - RHYNE COLLEGE
1.00 (675)WHEATON COLLEGE
1.00 (676)CARNEGIE MELLON UNIV.
1.00 (684)PRAIRIE STATE COLLEGE
1.00 (685)CORNELL UNIV.
1.00 (701)INDIANA UNIV. NORTHWEST
1.00 (715)WAGNER COLLEGE
1.00 (716)REED COLLEGE
.83 (588)UNIVERSITY OF WISCONSIN - STEVENS
.83 (178)LAKE ERIE COLLEGE
.83 (646)MORAVIAN COLLEGE

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18 OCT 85    SPSS-X RELEASE 2.0  FOR IBM OS
09:35:50     TEXAS A&M UNIVERSITY              AMDAHL V8.580     MVS

  SUM UNIV

  .75 (298)OREGON STATE UNIV
  .75 (319)UNIV OF TEXAS MEDICAL BRANCH, GAL
  .75 (415)NORTH DAKATO STATE UNIVERSITY @ F
  .75 (610)ORAL ROBERTS UNIVERSITY
  .67 (498)UNIVERSITY OF RICHMOND
  .67 (548)PACE UNIVERSITY
  .67 (568)UNIVERSITY OF CENTRAL ARKANSAS
  .67 (555)CENTRAL CONNECTICUT STATE COLLEGE
  .67 (625)KUTZMAN STATE COLLEGE
  .58 (223)CAMERON UNIV
  .58 (340)DALLAS BAPTIST COLLEGE
  .58 (569)MANCHESTER COLLEGE
  .58 (659)NORTHERN KENTUCKY
  .50 (013)ROBERT MORRIS COLLEGE
  .50 (240)UNIV OF WISC., PARKSIDE
  .50 (261)CATHOLIC UNIV
  .50 (264)STATE UNIV OF NEW YORK, ONEONTA
  .50 (395)JOHNS HOPKINS UNIV, MARYLAND
  .50 (424)UNIVERSITY OF ARKANSAS @ PINE BLU
  .50 (561)NORTH CENTRAL UNIVERSITY
  .50 (614)FURMAN UNIVERSITY
  .50 (619)UNIVERSITY OF HARTFORD
  .50 (171)FRANKLIN & MARSHALL COLLEGE
  .50 (174)MUNDELEIN COLLEGE
  .50 (339)RICHLAND COLLEGE
  .50 (422)LAFAYETTE COLLEGE
  .50 (597)GEORGIA SOUTHWESTERN COLLEGE
  .50 (603)CLARRION STATE COLLEGE
  .50 (609)MARYCREST COLLEGE
  .50 (626)HEIDELBURG COLLEGE
  .50 (631)BELMONT COLLEGE
  .50 (678)MOUNT UNION COLLEGE
  .50 (682)CARLETON COLLEGE
  .50 (702)CHATHAM COLLEGE
  .33 (115)CLAREMONT GRADUATE SCHOOL AND UNI
  .33 (249)MARSHALL UNIV
  .33 (501)SUL ROSS UNIVERSITY
  .33 (510)WAKE FOREST UNIVERSITY
  .33 (534)UNIVERSITY OF SOUTH CAROLINA @ AI
  .33 (624)UNIVERSITY OF TENNESSEE @ CHATTAN
  .33 (661)STEPHEN F. AUSTIN UNIV
  .33 (179)WEST VIRGINIA WESLEYAN COLLEGE
  .33 (224)OKLAHOMA CHRISTIAN COLLEGE
  .33 (307)HAMPTON INSTITUTE
  .33 (329)BENNETT COLLEGE
  .33 (334)WARTBURG COLLEGE, IOWA
  .33 (385)CARROLL COLLEGE, MONTANA
  .33 (506)ST. XAVIER
  .33 (547)HOUSTON BAPTIST COLLEGE
  .33 (562)NORTHWESTERN OKLAHOMA STATE UNIV.
  .33 (564)METROPOLITAN STATE COLLEGE
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18 OCT 85   SPSS-X RELEASE 2.0  FOR IBM OS
09:35:50    TEXAS A&M UNIVERSITY          AMDAHL V8.580    MVS

  SUM UNIV

  .33 (703)PFEIFFER COLLEGE
  .33 (704)CAL. STATE COLLEGE
  .33 (705)LEMOYNE-OWEN COLLEGE
  .33 (711)DAVIS AND ELKINS COLLEGE
  .33 (707)VIRGINIA WESLEYAN COLLEGE
  .25 (141)SAINT EDWARDS UNIV
  .25 (219)UNIV OF KANSAS MEDICAL CENTER
  .25 (309)TEXAS WOMEN'S UNIV
  .25 (313)TRINITY UNIV, SAN ANTONIO
  .25 (412)IDAHO STATE UNIVERSITY @ POCATELL
  .25 (530)ELIZABETH CITY STATE UNIVERSITY
  .25 (542)PACIFIC UNIVERSITY
  .25 (543)PORTLAND STATE UNIVERSITY
  .25 (571)OGLETHORPE UNIVERSITY
  .25 (580)PACIFIC LUTHERAN UNIVERSITY
  .25 (649)WINSTON SALEM STATE UNIV
  .25 (655)CENTRAL FLORIDA STATE UNIV
  .25 (175)STEPHENS COLLEGE
  .25 (327)WESTMAR COLLEGE, IOWA
  .25 (341)BISHOP COLLEGE
  .25 (566)FORT LEWIS COLLEGE
  .25 (581)AUGUSTANA COLLEGE
  .25 (582)ROANOKE COLLEGE
  .25 (648)STATE NORBERT COLLEGE
  .25 (677)HOPE COLLEGE
  .25 (706)HUSTON-TILLITSON COLLEGE
  .25 (710)HARDIN-SIMMONS
  .25 (712)CHADRON STATE COLLEGE

NUMBER OF CASES READ =     487    NUMBER OF CASES LISTED =     487
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